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**Say:** Look at number 1. Take a moment to look at the answer choices.

*Pause about 10 seconds while students look at the answer choices.*

**Say:** Now listen to Javier and Juanita.

**Javier says, “Juanita, this new flag has been outside all summer. Now that the summer is almost over, the flag does not look new.”**

**Juanita says, “It is weathered. The sun, rain, and wind made the flag look old.”**

**Which picture shows rain weathering the flag?**

*Pause for students to mark an answer.*

**Say:** Look at number 2. Take a moment to read the answer choices.

*Pause about 10 seconds while students read the answer choices.*

**Say:** Now listen to Javier.

**Javier says, “At the beginning of the summer, the flag was bright red with black letters. Now, after flying in the sun all summer, the flag is light red with gray letters.”**

**How did the sunlight weather the flag?**

*Pause for students to mark an answer.*

**Say:** Now turn the page.

Item	Language Level	Performance Objective
1	Intermediate	Students will distinguish among examples of forces of nature.
<p><b>Connection:</b> ELA, SL 3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>		

Item	Language Level	Performance Objective
2	Intermediate High	Students will identify changes caused by forces of nature.
<p><b>Connection:</b> ELA, RI 3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>		

ACADEMIC SCIENCE

**4 Forces of Nature**

1.

(A)
(B)
(C)

2. A The sunlight made the flag fade, or get lighter in color.

B The sunlight made the flag get too hot.

C The sunlight made the flag fly straight out.



**Say:** Look at number 2. Take a moment to look at the picture.

*Pause about 10 seconds while students look at the picture.*

**Say:** Take a moment now to read the answer choices.

*Pause about 10 seconds while students read the answer choices.*

**Say:** Now listen to Mr. Kwon and Addison.

**Mr. Kwon says, “A hawk is a large bird. You can measure the length of a hawk’s wings from the tip of one wing to the tip of the other wing. This distance is called the wingspan.”**

**Addison says, “I know that I measure short lengths with inches. I can measure medium lengths with feet and yards. I can measure distances with miles. A ruler is one foot long. It is a good tool to use to measure a hawk’s wingspan.”**

**Which sentence tells you the length of the hawk’s wingspan?**

*Pause for students to mark an answer.*

**Say:** Now turn the page.

Item	Language Level	Performance Objective
2	Intermediate High	Students will analyze the measurements of objects.

**Connection:** *ELA, RI 3.4:* Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**10 Measurement**
ACADEMIC MATHEMATICS

**2.**

- (A) The hawk’s wingspan is 4 miles long.
- (B) The hawk’s wingspan is 4 feet long.
- (C) The hawk’s wingspan is 4 inches long.



Cesar worked hard. He spoke to many people. He told them about how the migrant workers were treated. He organized boycotts. A boycott is when people refuse to buy a certain product. He went on a hunger strike. This means that he refused to eat any food until farm owners agreed to make changes. Sometimes he was even arrested. But Cesar never fought back. He wanted to make changes without fighting. Many people consider him a hero today.



3. Why do people consider Cesar Chavez a hero?

- A He helped many people get better lives.
- B He went on a hunger strike.
- C He was poor as a child.
- D He was a hard worker.

Item	Language Level	Performance Objective
3	Advanced	Students will draw conclusions about Cesar Chavez.
<b>Connection:</b> ELA, RI 3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.		

## Extension Activity

1. Have students brainstorm what life might have been like for migrant workers. Lead a class discussion on the living conditions and the working conditions. Ask students how they would feel if they had to work in fields all day. [I, IH, A]
2. Discuss boycotts and strikes and how they can make a difference. Ask students to brainstorm situations in which a boycott or a strike could help to bring about a change. [A]





**Say:** Turn to page 112. We are going to do a Writing lesson. You will read information and then write an answer to a question. Do the best you can to write in English. Follow along while I read.

### The Legendary Davy Crockett

Davy Crockett was a real person. He was a frontiersman and a lawmaker. He was famous for his coonskin hat. There are many tall tales about Davy. A tall tale is a story that exaggerates, or makes something out to be much bigger or smaller than it is.

### Young Davy Crockett

When Davy was only three years old, he wrestled a big old bear. The bear had come into Davy's house. It was eating up the jam. So little Davy gave that bear a big bear hug. He squeezed and squeezed until the bear fell down. That's how Davy wrestled the bear and saved the jam.

### Davy Meets His Wife

Now Davy was at a dance. The prettiest girl there was named Sally Ann Thunder Ann Whirlwind. She said she'd marry any man who could outdance her. Well, she had already outdanced 8 men and was still going. So Davy said he'd give it a try. Sally and Davy danced and danced all night and into the next day. They wore out twelve fiddlers. Finally, Sally fell down exhausted. Sally and Davy were married the next day.

Now turn the page.



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## The Frozen Dawn

Davy was coming home from hunting one very cold winter morning. It was so cold that the sun was stuck in ice. The sun couldn't move. Davy knew he had to do something. So he climbed up the frozen sun rays. He wrapped a warm bearskin around the ice blocks to melt them. After the ice melted, Davy gave the sun a good kick to get it moving again.

**Say:** In a tall tale, the characters are often bigger, faster, or stronger than normal people. They can do things that cannot happen in real life. Write 3 to 4 paragraphs to tell a tall tale. Use a made-up character or a real-life person. Tell about what that person can do and things that happen to him or her. Use details to make your tall tale interesting.

Now turn the page.

Standard	Language Level	Performance Objective
Academic Language Arts	Intermediate	Students will describe a character for a tall tale.
Academic Language Arts	Intermediate High	Students will write a detailed description of a character in a tall tale and things the character does.
Academic Language Arts	Advanced	Students will write a developed tall tale about a character.

**Connection:** *ELA, W 3.3:* Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.



### The Frozen Dawn

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In a tall tale, the characters are often bigger, faster, or stronger than normal people. They can do things that cannot happen in real life. Write 3 to 4 paragraphs to tell a tall tale. Use a made-up character or a real-life person. Tell about what that person can do and things that happen to him or her. Use details to make your tall tale interesting.

#### Plan Your Writing

Think about these questions to help you get ideas for your essay.

- Who is your tall tale about?
- What makes this character special? What can he or she do?
- What happens to this character? Is it something that could not happen in real life?
- What part of the tall tale is exaggeration?

Organize your ideas. You can write notes, use a graphic organizer, or make an outline on a separate piece of paper.



**Say:** Write 3 to 4 paragraphs to tell a tall tale. Tell about what your character can do and things that happen to him or her. Use details to make your tall tale interesting.

A series of horizontal lines for writing, with a large, faint watermark reading "WRITING" diagonally across the page.

### Extension Activity

Find a collection of American folktales and tall tales to read as a class. Discuss the differences between characters, such as Pecos Bill, Paul Bunyan, Annie Christmas, and Slue-foot Sue, who were not real, and characters, such as Davy Crockett, Calamity Jane, and Mike Fink, who really lived. If students are willing, allow them to share their tall tales from the lesson with the class. [I, IH, A]





**Say:** Turn to page 143. We are going to do a Speaking lesson. You will hear some information. Then you will hear a student named Mia answer a question. Next, you will use the information to answer a question. Listen carefully. Some questions may be easier for you than others. Don't worry if you don't know the answer to a question. Just do the best you can to answer in English.

### In the Neighborhood

Beto and his family just moved to the town of Seaside. Beto makes some new friends at school. They invite him to play soccer with them at the park.

*Instruct the student to turn the page.*

Lesson  
**32** Community Life

ACADEMIC LANGUAGE ARTS  
AND SOCIAL STUDIES

### In the Neighborhood

Beto and his family just moved to the town of Seaside. Beto makes some new friends at school. They invite him to play soccer with them at the park.

A woman in a blue jacket and tan pants is pointing towards a sign that says "PARK" in a park setting.

A street map of Seaside showing Main Street, Elm Street, and a Library. A red box labeled "PARK" is located between Main Street and Elm Street. Other locations include a School, a Super Market, and a Res. (Residence). Small icons for Mia and Beto are also present on the map.



**Say:** Now listen to the teacher ask Mia a question.

The teacher says, “Mia, what is happening in the picture on the left?”

Now listen to how Mia answers the question.

Mia says, “Beto is talking to his mom. He is asking if he can go across the street to play at the park. He wants to play with his new friends. The park is across the street from his house.”

*Instruct the student to turn the page.*

32 Community Life

ACADEMIC LANGUAGE ARTS  
AND SOCIAL STUDIES

144 Unit 4 SPEAKING



**Say:** Now it is your turn. Based on the map, what might Beto say about his new town?

*Pause while the student answers the question. Score the student's answer using the rubric on page 186 or a rubric of your choice.*

*Instruct the student to turn the page.*

Standard	Language Level	Performance Objective
Academic Language Arts	Intermediate	Students will describe pictures of characters and situations.
Academic Social Studies	Intermediate	Students will define locations of places using maps.
Academic Language Arts	Intermediate High	Students will provide details of pictures of people, objects, or situations.
Academic Social Studies	Intermediate High	Students will detail locations of places on maps.

**Connection:** ELA, SL 3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse formats and media, including visually, quantitatively, and orally.

## 32 Community Life

ACADEMIC LANGUAGE ARTS  
AND SOCIAL STUDIES

Now it is your turn. Based on the map, what might Beto say about his new town?